

VIRGINIA STANDARDS OF LEARNING

Spring 2009 Released Test

GRADE 8 READING

Form R0119, CORE 1

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Directions

Read the passage. Then read each question about the passage and choose the best answer.

SAMPLE A

Mia's Art

- 1 Mia rushed home and threw open the front door. Her mother whirled around, surprised that Mia was home from school so early. "I won first place in the art contest!" she said with pride.
- 2 Though Mia had been working eagerly on her art submission for weeks, her mother wasn't sure what the project involved. "That's wonderful, Mia! What was the subject of your art project?" her mother asked.
- 3 Grinning from ear to ear, Mia handed over her artwork. It was a portrait of her mother.

This story is mostly about Mia

- A** working on a project at home
- B** choosing a new art project
- C** winning an art contest
- D** completing a painting

Directions

You do not need to read a passage to answer the following question. Read and answer the question.

SAMPLE B

Read these sentences.

Michael was almost ready to leave when he realized that he had misplaced his keys. After searching for ten minutes, he found the keys in his backpack.

What does the word misplaced mean?

- F lost
- G changed
- H broken
- J hidden

**Go to the next
page and continue
working.**

Directions: Read the article and answer the questions that follow.

A Vision of Success



- 1 A massive billboard in Times Square said it clearly: "Climbed Everest Blind. Vision. Pass It On." Here in the hub of New York City, with more lights, people, and noise than anyone can imagine, an enormous photograph of Erik Weihenmayer, standing on top of the highest mountain peak in the world, looks out over the crowds below. This silent, isolated mountaintop is a sharp contrast to the glittery setting for the billboard, but the message is strong and clear.
- 2 Erik Weihenmayer, the man in the photo, is one of the most accomplished athletes in the world. Despite losing his sight in his teens, Weihenmayer is the first blind person to summit Mount Everest, the highest peak in the world. In September of 2002, he joined an elite group of less than one hundred people to climb to the top of all Seven Summits—the highest peaks on each of the seven continents in the world.
- 3 This former middle school teacher and wrestling coach was not born blind. He gradually began to lose his sight when he was a teenager. Like many people, at first he made excuses for not being able to see: the lights were too low, the sun was in his eyes, and the print in the book was too small. Finally, after he walked off a dock and ended up in a swamp, he was forced to admit the truth. He could not see.
- 4 Rather than dwell on things that he could not do, like play baseball, drive a car, or ride a bike, Weihenmayer began to focus on things he could do and could do well. A natural athlete, he became adept in wrestling and rock climbing.

- 5 When a climbing friend suggested that they try something more challenging than the desert hills they had been climbing, Weihenmayer suggested Mount McKinley, the highest peak in North America. In preparing for his first ascent to the 20,320-foot peak, Weihenmayer had to train extremely hard. He prepared for the climb by repeatedly running up and down the stairs in a 50-story building while wearing a 70-pound backpack.
- 6 When the time approached for the team to climb Mount McKinley, some minor adaptations had to be made for Weihenmayer. He found that by attaching small bells to the climber ahead of him, he could confidently follow without having to ask directions. In fresh snow, Weihenmayer used his poles to find the tracks the climbers in front of him had made and took care to step directly in their footprints. That was the easy part. When the team approached the final ridge, his climbing partners told him about the type of dangers they were facing. With a 9,000-foot drop to the right and a 1,000-foot drop to the left, one mistake along the narrow ridge at the top of the mountain could have been fatal. Through determination and skill, however, Weihenmayer made it safely up Mount McKinley and back down again.
- 7 Weihenmayer went on to climb Mount Everest. Many people thought it was too dangerous and foolish even to try. Others questioned how safe his climbing partners would feel. They wondered how Weihenmayer would be able to help them if their safety was in jeopardy. Actually, during the climb there was a time when he and a partner were caught in the dark and their headlamp failed. It was Weihenmayer who led his partner to safety, because he was the better climber in the dark.
- 8 In addition to his amazing athletic accomplishments, Weihenmayer is a successful author. He wrote *Touch the Top of the World: A Blind Man's Journey to Climb Farther Than the Eye Can See*, a memoir that chronicles the challenges to his success, both as a person who is blind and as an athlete.
- 9 These days, when Weihenmayer is not climbing, training, or spending time with his family, he speaks to audiences across the country. He encourages them to strive toward their goals no matter the difficulties that may come their way. He talks to people both blind and sighted about leadership, motivation, and teamwork. It is the same message reflected in the Times Square poster. According to Weihenmayer, "A vision is deeper than a goal, more complex. It's where all your goals spring from. It's how we see ourselves living our lives, serving other people; and what kind of legacy we want to leave behind." Vision. Pass it on.

1 What does the word adept mean in paragraph 4?

- A** focused on a goal
- B** skilled at an activity
- C** experienced for many years
- D** trained at an early age

2 Paragraph 6 is mainly about —

- F** how Weihenmayer prepared for the climb
- G** Weihenmayer's climb up Mount McKinley
- H** dangers Weihenmayer faced on the final ridge
- J** Weihenmayer's climbing partners on Mount McKinley

3 The reader can tell that Weihenmayer's loss of vision —

- A** could not be reversed
- B** is only partial
- C** was caused by the sun
- D** is not permanent

4 Based on information in this article, the reader can tell that Mount Everest is —

- F** considered the ultimate mountain-climbing achievement
- G** the last mountain that Weihenmayer intends to climb
- H** part of a mountain range located in North America
- J** easy to climb compared to other large mountains

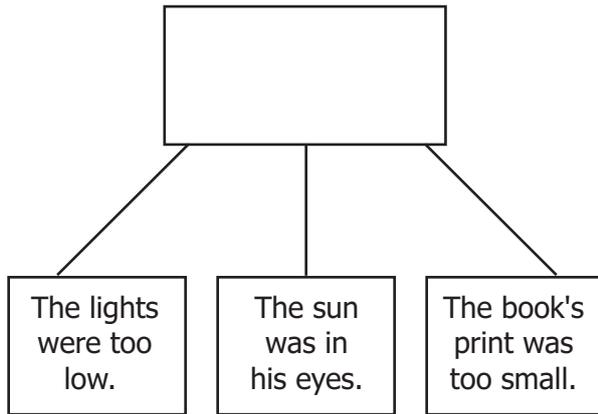
5 People thought Weihenmayer would put his climbing partners at risk if he attempted to climb Mount Everest because they —

- A** thought he was not physically strong enough for the climb
- B** believed he would be unable to help other climbers in need
- C** knew he would not be aware of his surroundings
- D** thought he would be unable to keep up with his team

6 In this article, the author's tone is one of —

- F** criticism
- G** sympathy
- H** admiration
- J** playfulness

7 Look at this chart of information from the article.



Which idea belongs in the empty box?

- A** Causes of Weihenmayer's Loss of Sight
- B** Signs that Weihenmayer Was Losing His Sight
- C** Problems Caused by Weihenmayer's Early Loss of Sight
- D** Excuses Weihenmayer Used to Deny His Loss of Sight

8 Which statement *best* summarizes paragraph 9?

- F** Weihenmayer is featured on a billboard located in Times Square.
- G** Weihenmayer spends time with family when not mountain climbing.
- H** Weihenmayer is a role model for both professional and amateur athletes.
- J** Weihenmayer gives speeches about having a vision and setting goals.

9 Weihenmayer follows his climbing partners by —

- A** asking for directions every few feet
- B** listening for the sound of a small bell
- C** holding on to the pole of a fellow climber
- D** using a headlamp to locate footprints

10 Which information from this article supports the idea that Weihenmayer was a valuable member of his climbing team?

- F** Weihenmayer led another climber to safety in the dark.
- G** Weihenmayer trained with a 70-pound backpack.
- H** Weihenmayer wrote a book about his life as a blind athlete.
- J** Weihenmayer is part of an elite group to climb the highest peaks.

11 Which is the *best* summary of this article?

- A** Erik Weihenmayer is a blind athlete who has been featured on large billboards in New York City's Times Square.
- B** After losing his sight as a teenager, Erik Weihenmayer was unable to play baseball, drive a car, or ride a bike.
- C** Despite losing his sight at an early age, Erik Weihenmayer became an accomplished athlete and mountain climber.
- D** Erik Weihenmayer is a former middle school teacher and wrestling coach who became a world-famous athlete.

12 Weihenmayer prepared to climb Mount McKinley by —

- F** wrestling and rock climbing
- G** leading partners in the dark
- H** speaking to other climbers
- J** running up and down steps

13 The reader can tell that Mount Everest and Mount McKinley are —

- A** about the same height
- B** two of the Seven Summits
- C** climbed by thousands of people each year
- D** the only mountains Weihenmayer has climbed

Directions: Read the flier and answer the questions that follow.

Celebrate Virginia History at Thornton Middle School's History Fair Competition

**Old Days, Better Ways:
Technology Builds on the Past**

Saturday, March 24



Why Participate?

Understanding history is vital to understanding ourselves as a people and as a nation. History is much more than the study of dusty relics and events long past. It is an essential part of who we are today and who we will become. History shows us our progression from the past to the present and helps us build a better future. The History Fair Competition makes understanding history exciting, engaging, and fun!

All students who enter the Thornton competition have a chance to compete in the Virginia History Day District 8 Competition, Virginia History Day State Competition, and the National History Day Competition at the University of Maryland.

As further inducement, all entrants in the Thornton History Fair Competition have a chance to win a \$50, \$75, or \$100 U.S. Savings Bond.

This Year's Topic

All entries must address how agriculture, communication, or transportation technology has improved the quality of life for Americans. To many people, technology means computers, hand-held devices, or vehicles that travel to distant planets. However, technology is the application of scientific knowledge to solve a problem, so technology touches lives in countless ways. Individual middle school teachers will preview student topic proposals. Projects should focus on technology that may have become less commonly employed or even obsolete in its original form but has evolved into something that is still meaningful today.

Individual students or groups may enter one of the following categories:

- Exhibit
- Performance
- Documentary
- Essay

Category Requirements

Exhibit: A traditional three-panel board presentation. Size is limited to 72" tall, 40" wide, and 30" deep. The exhibit should be freestanding. The student must be present during judging to answer questions.

Performance: A dramatic portrayal of the topic no more than 10 minutes long. If costumes are used, they should be authentic representations of the period portrayed.

Documentary: A visual presentation (such as a video, slide show, or computer project) no more than 10 minutes long. A desktop computer, screen, projector, and speakers will be available. Students must provide their presentations on CDs before Friday, March 23. Students needing other equipment should contact the Multimedia Resource Center by Monday, March 19.

Essay: An academic paper of no fewer than 2,000 and no more than 2,500 words. No illustrations are allowed. Use standard font and margins. Please do not include covers. A list of references must be included.

Important Dates

- January 5** Submit a preliminary topic proposal to your history teacher. The teacher may require a second proposal if the preliminary proposal is off-topic or needs elaboration.
- February 5** Submit a first draft of essay, exhibit materials, performance script, or documentary storyboard.
- February 19** A committee of Thornton teachers will critique materials and provide feedback. Students then have an opportunity to revise and improve their final products.
- March 9** Submit a final draft of essay.
- March 15** Exhibit, performance, and documentary committee preview
- March 24** **Thornton Middle School History Fair**
- 7:00 A.M. – 9:00 A.M. Participants set up in gym
 - 10:00 A.M. – 6:00 P.M. Fair opening and judges' review
 - 7:00 P.M. Awards ceremony and picnic

April 7: Virginia History Day District 8 Competition

April 28: Virginia History Day State Competition

June 10–14: National History Day Competition

14 What does the word inducement mean in paragraph 3?

- F** amusement
- G** involvement
- H** encouragement
- J** treatment

15 Read this sentence from the flier.

Projects should focus on past technology that may have become less commonly employed or even obsolete in its original form but has evolved into something that is still meaningful today.

What does the word obsolete mean in this sentence?

- A** in superior condition
- B** disabled or destroyed
- C** dull and uninteresting
- D** out of general use

16 Read this sentence from the flier.

A committee of Thornton teachers will critique materials and provide feedback.

What does the word critique mean in this sentence?

- F** award a grade to
- G** add information to
- H** make a judgment of
- J** revise the order of

17 The reader may *best* conclude that one important goal of the History Fair Competition is for students to —

- A** perform in front of an audience
- B** participate in a national competition
- C** learn to follow detailed instructions
- D** realize the importance of technology

18 Under the heading “Category Requirements,” which organizational pattern is used to present information?

- F** Spatial layout
- G** Concept/definition
- H** Order of importance
- J** Comparison/contrast

19 Based on the “Important Dates” section, the reader may *best* infer that contestants are encouraged to —

- A research historical eras to ensure that people are portrayed accurately
- B begin work early and produce several drafts of their work
- C ask a history teacher to supply an interesting topic
- D improvise a performance for the committee preview

20 The flier encourages students to participate in the History Fair Competition because it provides an opportunity to —

- F experiment with new technologies
- G work closely with teachers
- H enjoy a fun learning experience
- J discover facts about the community

21 Before submitting an entry, a student who made a 15-minute documentary would have to —

- A add computer graphics that explain the topic
- B decide which information can be removed
- C revise the opening to include a title
- D dramatize scenes with dialogue

22 Which of these *best* describes the role that the committee of Thornton teachers plays in the competition?

- F** Set up multimedia equipment in the gym
- G** Award cash prizes at the final picnic
- H** Provide comments as projects develop
- J** Teach history lessons about technology

23 Which of these topics would qualify for the History Fair Competition?

- A** How Pioneers Settled the American West
- B** The Impact of Riverboats on American Trade
- C** The Effect of Climate Change on American Life
- D** How Teachers Shaped American Education

Directions: Read the story and answer the questions that follow.

Night Owl

- 1 Night Owl was a young Powhatan Indian who lived in a village on the banks of the York River in Virginia. Every midsummer, elders of the tribe met to choose the young teenage boys who would be leaders. Today the village gathered to hear the Chief announce their names.
- 2 Night Owl stiffened. He strained his ears to listen. "Sleeping Bear, Soaring Raven, Lone Wolf . . ." As names of others rolled off the Chief's tongue, Night Owl's hopes dwindled. At last the Chief finished. He had not called Night Owl's name during the ceremony. The boy tried his best to swallow his disappointment, but it was not easy.
- 3 Afterward Sleeping Bear, whose father was an elder, came to Night Owl. "Do not be sad," he said softly. "My father said you were too young."
- 4 Night Owl said nothing. If only he had been six months older, he might have been chosen. Even worse, among the ten boys chosen to be leaders, three were Night Owl's best friends.
- 5 Near the *yehakins*, or longhouses in which families lived, a ceremony was taking place for the young leaders. Dancers leaped, shouted, and sang around the campfire to the music of pounding drums, piping reeds, and rattling gourds. Wild turkeys and ducks were roasted on spits, and women stirred great pots of stew over fire pits. Night Owl sat cross-legged on the ground, in the shadows where no one could see him.
- 6 A hard, painful knot lodged inside Night Owl's chest. He felt happy for his friends, but as new leaders, they would be gone for many months, and he would have to stay at home.
- 7 One by one his friends had come to him earlier in the day to tell him goodbye. Tonight they would leave the village to begin their nine-month ordeal of physical hardship, loneliness, and fasting. They would go away as boys and return as braves. He watched until the end of the ceremony when the boys left the blazing campfire and disappeared into the forest.
- 8 The next day Night Owl did not join the other boys and girls in their game of stick ball. Instead he walked alone into the fields. His tribe grew crops of corn, beans, squash, and pumpkins. Half of the crop had been harvested, but there was still more than enough left for the tribe to eat until fall. An abundance of food was important because it had to last through the entire winter. In the middle of the fields stood the scarecrow houses. Normally, the small boys waited in the houses to chase animals away from the crops. Today, however, the children were all playing in the village. The houses were empty.
- 9 Here, Night Owl thought, would be a good place to hide until he could calm down. Showing a sad face before his tribesmen was not acceptable.

- 10 He climbed into the flimsy wooden structure, lay down on a mat of grasses, and soon fell asleep. A strange sense of foreboding woke him. Something was not right. He jumped to his feet and looked below. Rabbits were everywhere nibbling the beans, the squash, and the pumpkin vines. Night Owl hadn't seen so many rabbits in a long time.
- 11 "Eiyee!" he shouted. "Eiyee! Eiyee!"
- 12 He swung down from the scarecrow house and ran up and down the rows of pumpkins, shouting and waving his arms. The frightened rabbits scattered like leaves blowing in a violent wind. Alerted by the commotion, small children ran from the village, crying out, "What's happening? What's the trouble?"
- 13 Night Owl laughed. *Such children, afraid of a little noise*, he thought. "It's only rabbits," he said. "You have nothing to fear." But the adults who had followed the children into the fields looked somber. They knew what might have happened had Night Owl not been there.
- 14 One man spoke for all. "We all know how important it is to preserve food for the coming winter. We are fortunate, Night Owl, that you were here to protect our crops. I can see you will be a fine leader someday."
- 15 The children wandered back to their games, and the adults returned to their work. Night Owl, however, climbed back up into the scarecrow house. There he sat the rest of that day and took his turn every day until the harvest was complete.

24 What does dwindled mean in paragraph 2?

- F** became known
- G** remained strong
- H** lessened gradually
- J** listened silently

25 Paragraph 8 is mainly about the —

- A** animals that sometimes try to eat the crops
- B** scarecrow houses where Night Owl hides
- C** stick ball game the young children are playing
- D** fields where Night Owl's tribe grows crops

26 The reader may *best* conclude that Night Owl is —

- F** younger than his three best friends
- G** a better leader than Sleeping Bear
- H** afraid of the animals in the fields
- J** the young son of the Chief

27 The scarecrow houses are empty because the —

- A** men are at a tribal ceremony
- B** children are playing in the village
- C** boys have gone to become new leaders
- D** elders are meeting to choose new leaders

28 The reader may *best* conclude that the young leaders —

- F** help choose which boys will become braves
- G** become tribal elders when they return
- H** perform special dances at tribal ceremonies
- J** must be able to face difficult situations

29 In paragraphs 2 through 9, the author creates a mood of —

- A** relief
- B** rejection
- C** determination
- D** suspicion

30 Why does Night Owl sit in the shadows during the ceremony for the young leaders?

- F** He does not want anyone to see how upset he is feeling.
- G** He is supposed to be in the fields watching the tribe's crops.
- H** He is nervous that his name might not be called by the Chief.
- J** He wants to leave the ceremony early because he is feeling sick.

31 The reader may *best* conclude that the elders of the tribe will —

- A** probably choose Night Owl as a young leader next year
- B** apologize to Night Owl and send him to join the young leaders
- C** hold a special ceremony to honor Night Owl
- D** ask Night Owl why he was in the fields alone

Directions: Read the article and answer the questions that follow.

The Song Hunter

- 1 Thousands of visitors come each year to the Appalachian region in Southwest Virginia because of its spectacular natural beauty. The Blue Ridge Mountains, however, offer more than just scenic landscapes. Immigrants from Scotland, England, Ireland, and Wales were the first settlers in Southwest Virginia, and they brought with them a great love of music.
- 2 This devotion to music can be seen and heard each August in Galax, Virginia, at the Annual Old Fiddlers' Convention. The event includes musicians who have played there regularly since the beginning of the competition in 1935. A local newspaper item from that year stated that the convention was dedicated to making it possible "for people of today to hear and enjoy the tunes of yesterday." The Galax convention has grown steadily over the years to include competitions in bluegrass, fiddle, autoharp, guitar, mandolin, banjo, and dulcimer playing. However, traditional American folk music, like the kind featured at this event, might have been forever lost if not for the efforts of a folklorist and song collector named Alan Lomax.
- 3 In the summer of 1932, when Alan Lomax was seventeen years old, he began accompanying his father, folklorist John Lomax, on his travels across rural America. They were on a quest to record the songs of cowboys, miners, farmers, railroad workers, cotton pickers, and hobos. Those thousands of American folk songs became the Archive of American Folk Song in the Library of Congress. In just four months, Alan Lomax and his father covered some 16,000 miles of the southeastern United States. They carried with them little more than a primitive recording machine and a deep love for the music of everyday people.
- 4 Lomax described himself as a "song hunter," though he was much more than that. Throughout his life, he was a disc jockey, singer, photographer, talent scout, filmmaker, concert organizer, and even a television host. The common thread in all of Lomax's pursuits was the desire to preserve traditional music and share that music with wider audiences.
- 5 Some of the musicians, like Muddy Waters and Woody Guthrie, whom Lomax recorded, later became quite renowned for their contributions to American music. However, fame and fortune were not the driving motivations behind Lomax's work. In fact, Lomax had little interest in commercially successful music. He preferred the authenticity of music created on front porches to the hugely popular radio stars of the time.
- 6 People who worked with Lomax remember him as a complex and colorful person. Many of the musicians he recorded fondly recall his love of music and his sympathetic spirit. Lomax was keenly interested in the stories and lives of the people behind the songs he recorded. Many of his recordings during The Great Depression, the 30s, and 40s were made within the confines of prisons and state penitentiaries. Lomax's interest in the stories and music of the poor was reflected in his appreciation for the hard-luck stories that were often told through folk music and the blues.

- 7 Today, many folklorists believe that the counties in Southwest Virginia surrounding Galax are as rich in traditional music as any in the United States. Bluegrass festivals, old-time fiddlers' conventions, and square dances are fairly common events in this region. These traditional forms of American music are an important part of the country's heritage. The tradition that continues in Galax to this day may well have disappeared long ago if not for the efforts of Alan Lomax.
- 8 Lomax officially retired in 1996 and passed away in 2002 at the age of 87. Today's music throughout the world owes him a tremendous debt of gratitude. Without his extensive work, fueled by his generosity and passion, the music that defines the shared experiences of ordinary Americans may have been lost and forgotten.

32 From paragraph 3, the reader may *best* conclude that Lomax —

- F** was influenced by his father
- G** was a gifted musician
- H** recorded folk songs mostly in the larger cities
- J** traveled throughout most of the United States

33 Which of these would *best* help a student evaluate the accuracy of the information in paragraph 4?

- A Online dictionary
- B Almanac
- C Atlas
- D Online encyclopedia

34 In paragraph 5, the word renowned means —

- F talented
- G legendary
- H proud
- J noble

35 In paragraph 5, the phrase “authenticity of music created on front porches” refers to music that is —

- A written by a group of people
- B easy to learn
- C good for dancing
- D made by untrained players

36 Based on the information in paragraph 6, the reader may *best* conclude that many folk songs tell about —

- F** experiencing romantic love
- G** discovering religious faith
- H** enduring difficult times
- J** remembering family histories

37 How do paragraphs 1 and 7 provide unity for the article?

- A** They both discuss Lomax’s influence on folk music.
- B** They both place folk music in a geographical setting.
- C** They both follow a chronological ordering of events.
- D** They both present arguments about popular music.

38 Read this sentence from paragraph 8.

Without his extensive work, fueled by his generosity and passion, the music that defines the shared experiences of ordinary Americans may have been lost and forgotten.

The author uses the phrase “fueled by” to —

- F** explain the source behind Lomax’s commitment
- G** describe the extent of Lomax’s physical energy
- H** express the reasons for Lomax’s musical talents
- J** show the value of Lomax’s historical contribution

39 The author includes information about the fiddlers’ convention in Galax in order to —

- A** show the continuing popularity of traditional music
- B** emphasize the unique character of this music
- C** persuade readers to attend the annual music event
- D** describe the way bluegrass music sounds

40 Which statement *best* explains Lomax’s motivation to record traditional songs?

- F** He wanted to help unknown musicians become famous.
- G** He believed music was the most important art form.
- H** He wanted to expose wider audiences to folk music.
- J** He believed everyone should collect folk music.

41 Which detail is *most* important in a summary of the article?

- A** Lomax traveled extensively to record thousands of folk songs.
- B** Lomax disliked the popular radio stars of his time.
- C** Lomax was seventeen when he began traveling with his father.
- D** Lomax was a television host at one point during his life.

You do not need to read a passage to answer the following questions. Read and answer the questions.

42 Read these sentences.

As the students awaited the results of their final exam, the air felt like a one-ton weight. No one could move until the grades were posted.

The expression “the air felt like a one-ton weight” is used to show that the students are —

- F** exhausted from studying
- G** afraid to talk to their teacher
- H** anxious about their grades
- J** uncomfortable around one another

43 Read this online card catalog.

<p>Title: The Journey of Henry Box Brown.</p> <p>Call Number: Juvenile DVD animated journey.</p> <p>Publisher: New York: Sweet Blackberry LLC, c2005</p> <p>Description: 1 videodisc (28 min.) sd., col.; 4¾ in.</p> <p>Medium: DVD.</p> <p>Performers: Narrated by Alfre Woodard.</p> <p>Annotation: The historic true tale of slave Henry Box Brown, a man who mailed himself to freedom in a wooden box from a plantation in Richmond, Virginia to freedom in Philadelphia, Pennsylvania in 1848.</p> <p>Notes: Minimal animation with live-action sequences.</p> <p>Subject: <u>Brown, Henry Box, b.1816.</u> <u>African American Abolitionists.</u></p>

Which section of the entry *best* describes the contents of the DVD?

- A** Publisher
- B** Annotation
- C** Notes
- D** Subject

44 Read this sentence.

The woman gripped her son’s hand like a vise as they crossed the busy street.

The expression “gripped her son’s hand like a vise” is used to show that the woman —

- F** had crossed a busy street before
- G** wanted to reach a location quickly
- H** was physically stronger than her son
- J** wanted to protect her son

45 Read this sentence and dictionary entry.

We should not overlook the influence ancient Greece has had on all of Western civilization.

o•ver•look (ō'vər-lōōk') *v.* **1.** Fail to notice; ignore. **2.** Excuse or give approval to. **3.** Supervise; oversee. **4.** Look out over; survey.

Which definition *best* fits the word overlook as it is used in this sentence?

- A 1
- B 2
- C 3
- D 4



Answer Key-8065-R0119

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	B	001	Use word analysis strategies and information resources
2	G	002	Demonstrate comprehension of printed materials
3	A	002	Demonstrate comprehension of printed materials
4	F	002	Demonstrate comprehension of printed materials
5	B	002	Demonstrate comprehension of printed materials
6	H	002	Demonstrate comprehension of printed materials
7	D	002	Demonstrate comprehension of printed materials
8	J	002	Demonstrate comprehension of printed materials
9	B	002	Demonstrate comprehension of printed materials
10	F	002	Demonstrate comprehension of printed materials
11	C	002	Demonstrate comprehension of printed materials
12	J	002	Demonstrate comprehension of printed materials
13	B	002	Demonstrate comprehension of printed materials
14	H	001	Use word analysis strategies and information resources
15	D	001	Use word analysis strategies and information resources
16	H	001	Use word analysis strategies and information resources
17	D	002	Demonstrate comprehension of printed materials
18	G	002	Demonstrate comprehension of printed materials
19	B	002	Demonstrate comprehension of printed materials
20	H	002	Demonstrate comprehension of printed materials
21	B	002	Demonstrate comprehension of printed materials
22	H	002	Demonstrate comprehension of printed materials
23	B	002	Demonstrate comprehension of printed materials
24	H	001	Use word analysis strategies and information resources
25	D	002	Demonstrate comprehension of printed materials
26	F	002	Demonstrate comprehension of printed materials
27	B	002	Demonstrate comprehension of printed materials
28	J	002	Demonstrate comprehension of printed materials
29	B	002	Demonstrate comprehension of printed materials
30	F	002	Demonstrate comprehension of printed materials
31	A	002	Demonstrate comprehension of printed materials
32	F	002	Demonstrate comprehension of printed materials
33	D	001	Use word analysis strategies and information resources
34	G	001	Use word analysis strategies and information resources
35	D	002	Demonstrate comprehension of printed materials
36	H	002	Demonstrate comprehension of printed materials
37	B	002	Demonstrate comprehension of printed materials
38	F	002	Demonstrate comprehension of printed materials
39	A	002	Demonstrate comprehension of printed materials
40	H	002	Demonstrate comprehension of printed materials
41	A	002	Demonstrate comprehension of printed materials
42	H	001	Use word analysis strategies and information resources
43	B	001	Use word analysis strategies and information resources
44	J	001	Use word analysis strategies and information resources
45	A	001	Use word analysis strategies and information resources

Grade 8 Reading, Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	121
2	167
3	195
4	215
5	232
6	246
7	258
8	269
9	279
10	288
11	297
12	305
13	313
14	320
15	327
16	334
17	341
18	348
19	354
20	361
21	367
22	374
23	380
24	386
25	393
26	399
27	406
28	412
29	419
30	426
31	433
32	440
33	448
34	456
35	465
36	474
37	484
38	494
39	506
40	520
41	536
42	556
43	584
44	600
45	600

